

# FRIENDS JOURNAL

*A Quaker Weekly*

VOLUME 2

NOVEMBER 24, 1956

NUMBER 47

***I**NTELLIGENCE makes clear to us the interrelation of means and ends. But mere thinking cannot give us a sense of the ultimate and fundamental ends. To make clear these fundamental ends and valuations and to set them fast in the emotional life of the individual seems to me precisely the most important function which religion has to perform in the social life of man.*

—ALBERT EINSTEIN

## FALL EDUCATION ISSUE

### Adolescence in the Age of Longing

. . . . . *by William L. Peltz*

### Integration in Philadelphia Public Schools

. . . . . *by Emma Sidle*

### What's Going On in Friends Schools?

. . . . . *by Mark F. Emerson*

### Letter from Jordan . . . *by Graham Leonard*

*Annual Conference for Teachers in Friends Schools  
Hungarian Refugee Relief Work*

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## Hungarian Refugee Relief Work

A **DRAMATIC** story of work done by the American Friends Service Committee and other groups to aid thousands of Hungarian refugees in Austria was told by Allen J. White, who has just visited Central Europe (see our notice on page 738 of our issue for November 17).

Allen White said the refugee problem in Austria is tragic but emphasized that he found the situation "working as smoothly as may be expected under the circumstances." He estimated the number of refugees being cared for at Treiskirchen and another camp near Vienna at between 15,000 and 20,000.

Services of the team and supplies from the stock already on hand for use in the A.F.S.C. permanent refugee relief program were offered to a governmental agency which assigned a building that had been stripped bare of utilities and heating equipment. On the basis of radio reports of the approaching Russians, many Hungarians decided quickly to flee across the border. At first the refugees were mostly women and children, with many of the children sent ahead by mothers who stayed behind, trying to locate other members of their families. Most of the separated children were later reunited with at least one of their parents in the refugee camps, he said. Men came in greater numbers later.

To illustrate the "overwhelming" response of the Austrian people in providing food and shelter, he described the plight of a town near Vienna. The mayor revealed that he had created a financial crisis for the town by spending "every schilling" to provide facilities for the refugees. In answer to the mayor's call, volunteers hastened to fix up a building to provide heat, hot water, and beds.

The immediate A.F.S.C. relief in Austria made possible assistance which was otherwise unavailable. For example, the Service Committee was able to secure butane stoves for the camp and a mixing machine to prepare baby formulas.

Allen White said tons of clothing, food, and medicine already have been distributed by the various organizations, and \$1,000,000 has been earmarked by the United States for aid to the Hungarians. But even such generous responses will meet only part of the long-term need. Allen White appealed for money as well as material aids to continue the needs which will be great in the coming months. He said Americans can help by contributing money which can be used to secure some of the goods which must be bought and also to pay for processing and shipment of material aids from this country.

Julia Branson of Lansdowne, Pa., European commissioner for the A.F.S.C., said that in 48 hours about 2,000 refugees have come into Vienna because the food problem in Hungary "is acute in the extreme." More of the recent refugees are coming from the center of Hungary, she said, and are walking all or part of the way. Previously the refugees came from places nearer the Austrian border. Like the earlier arrivals, they are coming with only the clothes on their backs and some are without shoes, she said. Warm underwear is greatly

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# FRIENDS JOURNAL

Successor to THE FRIEND (1827-1955) and FRIENDS INTELLIGENCER (1844-1955)

ESTABLISHED 1955

PHILADELPHIA, NOVEMBER 24, 1956

VOL. 2 — No. 47

## Editorial Comments

### *Rebels Without a Cause?*

JAMES DEAN, idol of untold adolescents, will be the main attraction in the film *Giant*, made from Edna Ferber's Texan novel. Large numbers of young people in America have made James Dean the object of an unabashed hero worship. The young artist deserved great admiration for his part in *Rebel Without a Cause*. The present picture will add a weird touch to his fame, since he is made to reappear on the screen long after his tragic death. The less desirable features of his fame have caused threats of suicide, swooning, and a growth of iconographic industries of the cheaper kind.

There is also Elvis Presley, whose savage dances destroy songs, rhythm, taste, and every other musical tradition and hypnotize the minds of untold youngsters. The complete absence of self-discipline in his conduct appeals to an adolescent generation that knows too little of the meaning of true discipline.

### *Rock'n Roll*

The film *Rock Around the Clock* that spreads some of the same mood caused such attacks of mass hysteria in London and Manchester that other English cities had to prohibit its showing. Young people tore the theater seats to pieces, wept, caused general tumult, and started street battles with the police. Professional rowdies joined them outside the theaters and intensified this disorder so that the police were hardly able to master them. This puzzle of mass psychology caused psychologists and zoologists in the Liverpool zoo to show the film to six chimpanzees. The animals gave it only mild applause; apparently it failed entirely to revive in them memories of unrestrained jungle parties, if such had been at all slumbering in their subconscious minds. *Rock'n Roll* caused little, if any, trouble in Italy and Spain, where young people are accustomed to dance rather freely in the street and where social restrictions have been slight in spite of the Catholic character of the countries involved.

### *Japan's Sun Generation*

Public discipline and restraint have been greatly relaxed in Japan. Again, it is a film that has caused aggressive outbursts of antiauthoritarian or antitraditional

sentiments. Ishibara's *Season of the Sun* displays a teenage couple of middle-class prosperity whose first anxiety it is not to have (or show) any emotion whatever. The girl dies as a result of an abortion, but even at her bier the lover shouts defiantly, "How stupid of you to die!" Women's clubs and teachers try to keep the youngsters away from the film or have it prohibited as a perverted image of Japanese youth. High suicide statistics, especially of young women, and a decline in morality prove how unprepared Japanese youth was for the new freedom. Ishikawa, a celebrated author and liberal, recently returned from Peking, advocating less freedom and a disciplined devotion to common welfare in the manner he had seen in Communist China. Responsible women's clubs in Japan deal with the problem, but they have not yet found the willing ear of the broader public.

### *Youth in Germany*

Reports from German cities are just as disquieting. There is a wave of rowdiness; teams of the so-called *Halbstarken* (literally, "the half-strong ones") have attacked not only civilians and individual policemen but also police stations. The film *Rock Around the Clock* caused some of the wildest scenes ever witnessed in peacetime Germany. The causes for these excesses are not far to seek in a country that experienced the physical and moral breakdown which was Germany's fate in 1945. Its consequences are far from removed. Youth is uprooted and has little moral shelter.

### *A Common Denominator?*

We must guard against rash generalizations of such observations in countries as different as the United States, England, Japan, and Germany. This is not the time for drawing quick conclusions. But we may have to ask ourselves some pertinent questions.

Is it right to let our children and young people grow up in a climate of perpetual applause instead of making them aware of parental and school authority exercised in a wise, restrained, but firm manner? Are modern parents afraid to apply their natural instinct for education and to draw on their own observations and experiences instead of following fads and frills in educational philosophies?

Are moral excesses perhaps a reaction again unwanted puritanical restrictions?

Can it be that our generous psychological understanding of almost everything that happens with and to our children deprives them of the urge to assert a desirable resistance against the older generation, a resistance that was so often vexing but necessary for their own growth? Are they in the position of a "wrecking crew" for whom there is nothing to destroy? Have we provided too many guards against their getting hurt?

Do we give the young generation enough to do in their spare time? Do they have duties around the house, in the community, their Meetings, and churches, and in the school community? Or do we let a sense of futility grow in them?

More, many more such queries could be formulated. All might result in our tacit admission that our adolescents are likely to have some cause for the rebellion that makes them the main educational problem of our time. They are probably not "rebels without a cause."

## Adolescence in the Age of Longing

By WILLIAM L. PELTZ, M.D.

OUR much beloved William Lyon Phelps used to remind us that adolescence was often not the happy time it sometimes might appear to be. All too often it is an age of longing, frustration, and despair. Indeed, there are golden moments in youth, but they are quite apt to be far outnumbered by longer and more frequent moments which are dull or even rusty.

### *The Adolescent*

It does not require the services of a psychiatrist to recognize the traits of adolescence. They are known full well to all of us—the physical, emotional, and mental changes; the restlessness, confusion, and impatience; the lack of stability; fluctuating enthusiasms and intense infatuations; the laziness, forgetfulness, and inconsistency; the aggressive self-assertion, desire for independence on the one hand, and the ever-present dependent needs on the other; the desire for privileges, but the lack of sense of obligation and responsibility; the high ideals of one moment and the outrageous behavior of the next; the feelings of isolation and of not being understood, and the dreams and fantasies which sometimes lend a schizoid coloring to the picture; the mixture of pathos, bewilderment, and humor.

The psychiatrist tries to explain the psychological reasons for, or psychodynamics of, the problems and characteristics of adolescence. Next, he tries to be helpful to the adolescent, either directly or through parents, teachers, or community.

The psychiatrist does not claim to know all the answers. He might be thought of as a twentieth-century explorer, still pioneering in the vast uncharted ocean of the unconscious.

### *Areas of Difficulty*

The inner conflicts which go on within the adoles-

cent's developing personality and the outer conflicts between himself and significant people in his external environment have come to be recognized. It has been seen, too, that the problems related to the struggle for independence may stem from either an inner conflict between dependency needs and desires for independence or from an outer conflict with overprotective parents. Such struggles and conflicts may be manifested in submissive compliance at home or in school in one young person and in rebellious behavior in another.

Hostility and sex have come to be acknowledged as the two problems with which people, young and old, have the greatest difficulties. There is recognition of the so-called Oedipal conflict which is reawakened in early adolescence. There is recognition of the narcissistic quality to adolescent friendship, as seen in the tendency of the adolescent to choose friends like himself. The inconsistencies of adolescence, which to many people are so puzzling, have come to be understood in terms of the conflicts which are going on in the unconscious between powerful instinctual impulses and growing, changing superego forces, as well as the demands of reality. With the increase of pressure from instinctual drives during adolescence, the ego uses various mechanisms of defense, but especially those of intellectualization and asceticism. The reasons young people strive for academic or athletic achievement are seen in terms of basic needs for love, security, and desires to "belong," and in terms of sublimations and mechanisms of defense.

The sources of insecurity and anxiety are believed to stem from earlier experiences of childhood. Much consideration has been given to the development of standards and value systems, especially along the lines of positive and negative identifications with other people—most of all, with parents and teachers. Antisocial behavior and juvenile delinquency is believed to be related to the absence of loving, consistent parents who are strong figures and good examples, with whom the young people

Dr. William L. Peltz is assistant professor of psychiatry at the School of Medicine, University of Pennsylvania. The above article was abbreviated from an address he gave at a teachers' convention held at Lawrenceville School.



can identify. Another important matter which warrants mention is the development of so-called ego-identity (the awareness which a maturing person develops of himself as an independent individual in his own right).

The usual manifestations and expressions of sexuality during adolescence are not only accepted as being natural and normal, but their importance is recognized as part of the process of eventually finding mature heterosexual love objects.

It should be kept in mind in connection with these matters that there are 9,000,000 people who are handicapped by emotional illness in this country, and that 1,000,000 are in mental hospitals annually; that juvenile delinquency is increasing; that the divorce rate has increased 2,000 per cent in 75 years; that our annual alcoholic bill is eight billion dollars; and that domestic as well as international hostilities literally threaten our existence.

#### *Help through Psychiatry*

Psychiatry is trying to help in a multitude of ways—through the activities of various official organizations such as the World Mental Health Organization, the American Psychiatric Association, the American Psychoanalytic Association, and the Group for the Advancement of Psychiatry. There are hospital institutes, inspection boards, committees of various sorts, research projects, collaborative efforts with allied disciplines such as teachers, ministers, sociologists, and psychologists, and mental hygiene projects for children, adolescents, and parents—all in addition to individual inpatient and outpatient psychotherapy carried out by the increasing number of psychiatrists and psychoanalysts in the country.

Schools and school systems have lagged, and for understandable reasons, in regard to utilizing the knowledge and experience of psychiatry.

There is no way of knowing exactly how many psychiatrists are actually connected with schools or school systems in this country, but the figure is probably somewhere between one and two hundred. Reliable estimates indicate that at least 10 per cent of all students in schools and colleges need some psychiatric help each year. Over a three-year period at one boys' boarding school, 12 to 13 per cent of the student body was seen each year, either by the school physicians, or the consulting psychiatrist or psychologist, because of emotional problems.

The types of problems or areas of difficulties for which adolescents are seen to need help are usually related to emotional immaturity; problems in relation to family, such as overprotection, rejection, conflicts

because of parental conflict or divorce, and difficult sibling situations; worry over sexual matters, and inability to get along with contemporaries. Symptoms may vary from anxiety and difficulties in studying to varying degrees of phobias, compulsions, depressions, and suicidal tendencies or schizophrenic symptomatology, with loss of contact with reality.

The areas in which the psychiatrist may be of help are several: (1) the early detection and treatment of deviant behavior; (2) the training and guiding of teachers during preservice or inservice training, as well as during their actual teaching experience; (3) becoming a member or consultant of the policy-making or administrative groups which deal with such matters as educational policy, planning of the school curriculum, teacher selection; (4) collaborating in those projects which are oriented towards influencing the mental health of the student through the students' direct experiences in the classroom or other group activities; (5) meeting with groups of parents with the idea of offering enlightenment and solution of problems through suggestions and open discussions.

#### *Psychiatry and Religion*

The psychiatrist is interested in the total personality of his patient and so is vitally concerned with the development of conscience, standards, value systems, and things religious and spiritual. Dr. Kenneth Appel said in his presidential address at the annual meeting of the American Psychiatric Association, "The urgencies, emphases, and practice of psychiatry are allied to religion which is the cultivation of the well-being of the individual—or salvation—and the conservation of social values. Psychiatry is thus not antireligious"—in spite of the all too frequent popular misconception, I might add, and in spite of the personal beliefs or disbeliefs of individual psychiatrists, psychoanalysts, or lay people.

Just as the theory of evolution led to some doubts about certain religious teachings which theretofore had been taken for granted, so modern psychology has raised other questions and has explained things never before understood. These things may offend some very religious people, and certain dogmas may not be reconcilable with certain aspects of science and psychology; but these things do not alter one iota the beauty of life or the verity of God in heaven.

It is from the love and warmth of the family that the emotional needs of the infant and the child are fed, and it is largely from the interplay of feelings within the family and from the standards and value systems of the family unit that the personality of the individual child is formed. But it is through religion and the church

that these standards and value systems are passed along to the family from generation to generation, from century to century (and not just to families, but to schools and colleges and the larger community as well).

Perhaps ministers and psychiatrists use different approaches, but their aims have much in common. Whereas the minister practices and preaches the gospel of love, the psychiatrist, in addition to being concerned with Eros, life instinct or love, or whatever he may call it, is also concerned with helping people handle problems which arise from hostility, sexuality, and narcissism. Over and over again the aims of religion and psychiatry are found to be the same. To lose oneself in order to find oneself, to be mature, to put away childish things; to have good object relationships, to love one's neighbor; to live in accordance with the reality principle instead of the pleasure principle, to follow the precepts of the Sermon on the Mount—these are different ways of saying much the same sorts of things.

In this day of collaborative effort we see that ministers, educators, and psychiatrists, in spite of the differences in their orientation, training, and approaches, may each have something to offer to the other, and the whole becomes greater than the sum of its constituent parts.

Let us hope that as a result of such collaborative efforts and of the multidisciplinary efforts which various more enlightened schools and school systems in this country are making, there will be more enlightenment, more mature emotional adjustment, and more freedom from conflict, frustration, and fear, and that there will be fulfillment of the aesthetic and spiritual things which our adolescents are seeking in this Age of Longing.

### Letter from Jordan

ON Monday, October 29, the United States consul began to advise unessential Americans to leave Jordan. Tuesday afternoon, on what proved to be the last plane out of Jerusalem, all but the headmasters of Friends two schools and the pastor left to Beirut. Wednesday there was no way out, due to gasoline rationing, except by U.S. Army plane to Bagdad or through Mandelbaum Gate into Jewish-held territory and by plane from there. Friends Girls School was closed for a two-week holiday, so that 45 boarding girls would be with their families. Transport to their homes was extremely difficult and expensive even then.

On Thursday American Friends met all day with local Friends and leaders to discuss the management of the schools should it be necessary for Americans to leave. A member of the Jordan cabinet was consulted. He called back to report that this new "anti-West" cabinet

had taken time in this national emergency to consider the problem facing Friends. This cabinet of a predominantly Moslem country sent us the following message: "The government of Jordan appreciates the long and valuable service of Friends in Ramallah to the people of this country. They urge Friends to continue their fine work. The Jordan government will do all in its power to protect the personnel and work of Friends in Ramallah. We urge the American Friends to stay, though we realize this is a matter between them and their own government."

Meeting for worship on Thursday evening was very deep and meaningful. Vocal ministry was in the spirit of prayer. There was a deep sense of thanksgiving for the loving fellowship and sharing that the day of deliberations had brought. American and Arab Friends will long cherish the mutual trust and support of that day.

Friday the U.S. consul in Jerusalem warned that the last convoy under its protection would leave at noon by road to Beirut. From that date American citizens remain in the Jordan at their own risk. The headmasters of the two schools felt confident that Friends work in Ramallah would continue under the able leadership of local Friends. It was felt important to reunite the family of George Scherer, headmaster of Friends Boys School and secretary of the Mission for this year. They were also concerned to escort four Indian students under their care to Beirut.

The pastor of Ramallah Meeting felt that he could not conscientiously leave in this time of danger. He felt that his work and witness are in Ramallah regardless of the conditions in the country. He decided to remain. The schools will be entirely under the control of the local committee. Jirius Mansur, M.D., clerk of Ramallah Monthly Meeting of Friends, is chairman of the local committee.

The members of Ramallah Mission are now in Beirut (except the pastor, who is in Ramallah) and plan to return to Ramallah as soon as the U.S. consul feels it is wise to do so.

Friends Boys School has continued under the able leadership of Farid Tabri, who has served the school for over 35 years. The Friends Girls School reopened today under the direction of Wadiá Shatara, who last June celebrated 50 years since her own graduation. Fuad Zaru, a member of Ministry and Counsel of Ramallah Meeting, who teaches chemistry in both schools and has a local pharmacy, will act as superintendent of Friends Schools and handle the finances. The local committee will set the policy and support the others in every way needed.

*(Continued on page 756)*



# THE COURIER

A Publication of the Friends Council on Education

Fall 1956

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*This publication is issued by the Friends Council on Education in an attempt to explore and help shed light on problems common to all who work in the field of education. It is our hope that schools will feel very free to communicate with each other should they seek further elaboration on any activity described.*

*The Editorial Staff comprises Howard G. Platt, David G. Paul, Rachel K. Letchworth, Isabel Randolph, Clayton L. Farraday, Jr., Helen B. Hole, and Mark F. Emerson.*

*The Courier comprises page 751 to the top of page 756.*

## Integration in Philadelphia Public Schools

By EMMA SIDLE

THERE are two separate and distinct problems arising from the presence of large numbers of Negroes in Philadelphia public schools. One is the emergence for the first time of a fairly large middle class group, with all of the hopes and aims and standards normal to the middle class; the other is the attempt to assimilate rapidly a large group of recent arrivals from the rural South who are in every way ill prepared for urban living. Most of the pupils with whom I work fall into this latter group. They are overconfident, and utterly baffled; they are aggressive and scared; they want rights but do not understand responsibilities. Some years ago an Irish poet, speaking of his own people's problems of adjustment, said, "When one age has died, and another has not been born, the soul of man is left homeless." In this sense many of my children are homeless.

### *The Problems of Rapid Assimilation*

I think we ask of them both too much and too little. Children who have never seen a book nor had a story read to them enter the first grade as soon after five as they can legally be admitted, then are pushed on from grade to grade, each year dropping further behind their grade level of achievement. Youngsters newly arrived from inferior Southern schools find themselves thrust into a class of their own age group and simply don't know how to make the adjustment. In either instance teachers are strongly urged to pass on all pupils in attendance. A grade is seldom repeated, and the child is not made aware of norms or standards.

The other day I asked a class if ten per cent was very

large. They said no. Then I asked if 100 or 200 really bad people were enough to ruin a school's reputation and make it hard for everybody involved. When I had an affirmative answer, I pointed out that this would only represent 5 to 10 per cent of the enrollment in an average city high school. All slum children are not delinquents; nor are they stupid. Many of them will eventually find themselves, hold down decent jobs, become part of the larger community. I do think the process could be accelerated.

How would I do this? First, I would make the school program both more and less flexible. Children would spend more or less than the usual three years in the primary grades, depending on their progress in reading. More than that, I would have more classes in the larger elementary and junior high schools grouped by learning ability. I would be more candid to both pupils and parents as to where children stand with respect to established norms. We seem to save the young child from frustrations, only to have them erupt in the later adolescent years, where the child is utterly bewildered by the sudden appearance of standards.

Only yesterday I asked a tenth grade girl who plans to be a secretary to explain the word "monopoly." It was one of six over which she had stumbled in reading about the Sherman Antitrust Act. Her answer was to the effect that she could not be bothered to look up words, the book was too hard (it is used in seventh grade at Germantown Friends School), and that I was hired to teach her and therefore she should not have to do the work. She really was not trying to be fresh; she was stating the case as she saw it. Her friends nodded agreement. Why should they learn such words?

Emma Sidle, a teacher in the Philadelphia Public School System, is a very active member of the Philadelphia Yearly Meeting Race Relations Committee.

Just how honest are we in allowing this girl to spend three years here, ostensibly preparing for a job which she will never be able to get or hold unless her attitude toward work and her knowledge of the English language both undergo drastic change? We have made it seem that not the knowledge attained but the years in school unlock the magic key to opportunity. Quite honestly these children think that prejudice holds them back, and not their own inadequacies. Insofar as we have not made clear which are acceptable patterns of behavior and what are normal levels of intellectual attainment, the fault is ours.

I feel very strongly, as do many teachers, that the boy or girl with an established history of delinquency should very rarely be retained in the regular public school. I would remove from the classroom those who have had histories of sexual delinquency, the unmarried mothers, those who have contracted venereal diseases (they are of course presently excluded if they are in an infectious stage), and those who are on court probation, particularly if crimes of violence are involved. It certainly does little for the morale of a class when a boy is taken into court for beating up a classmate in order to extract money, is convicted, released on parole, and returned to the classroom. He becomes a hero to some, the law is robbed of meaning, and the scared child remains scared.

#### *The Right to a Protected Education*

The children of those of us whose incomes are adequate go either to Friends schools or to schools in "nice" neighborhoods where such happenings are rare. We want for them a good education in both senses of the word, intellectually and morally. We believe in bringing up a child "in the way he should go and that when he is older he will not depart from it." Are we so different from other parents? Do not most parents want that for their children? Has the child of the poor any less right to a protected education than the child of the rich? I know that to hold back the slow, to separate the problem child, works hardship on those children. My only argument for so doing is that in not doing it more children are hurt, and they, too, have rights that must be honored. Any quarantine deprives some of rights in order that the rights of others may be preserved. This would affect both white and Negro children, unfortunately a larger per cent of the latter, for the reasons already given. It would, however, remove one of the strong reasons given by many parents for removing their children from one school to another and would, I believe, do much to reduce racial tensions in our schools.

Remember, the problems of the slum and of difficult adjustments of new arrivals in our cities are not new even though the faces change. What is new here is the school law which keeps these children until they reach 17, unless they can find jobs at 16, and many of them cannot.

#### *The Problems of a Sizable Middle Class*

The other problem, and one that has touched each of our Friends schools, is the emergence of a sizable Negro middle class.

There have always been a few Negro intellectuals. But they stood out, to some as freaks of nature; to others as harbingers of what might be more generally expected in that distant day when opportunities were more widely available. Suddenly that day is upon us. Here in our midst are hundreds of Negroes both financially and intellectually solvent. Because we are surprised, they present new problems to the community and to the school.

Because they have better jobs and more money, and because they have so largely absorbed our middle class mores, they want a decent house in which to live, a decent neighborhood in which to rear their children, and decent schools for those children to attend. The achievement of this is not simple. By and large, the suburban developments are closed to them.

As a result of circumstances far too complex to detail here, the neighborhood in which I live has over the last few years shifted from all white to mixed, to a nearly Negro neighborhood. That has meant a concurrent shift in school population. When I was a child, I remember only one Negro child in the public school serving this area. That did not mean there were no Negroes in the geographic community. I was speaking sociologically of a neighborhood as a cultural entity. There were two small Negro enclaves; but they were separated, and their children went to another school.

#### *Reactions and Attitudes*

What reactions have I seen as this change has taken place? One woman quite frankly said that she could not stand Negroes and would have to move. Several people died. Some moved because the houses were too big to take care of now that only one or two were at home and they were getting older. One woman had a stroke, and the doctor said an apartment was the answer to her problem. Two families, the only immediate neighbors with children, said, "This is fine. We want our children to be tolerant. Now we can put our beliefs into action." Had the neighborhood shift stopped there, they would have been satisfied and could have withstood the criticism of other parents, for they are essentially strong



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— JANUARY 7 — MONDAY, 8 P. M. —

### THE THOUGHT OF THE EARLY CHRISTIANS

*Henry J. Cadbury*

Some of the important religious ideas of the early churches

— JANUARY 8 — TUESDAY, 4 P. M. —

### FAITH AND PRACTICE OF THE SOCIETY OF FRIENDS

*Howard H. Brinton*

The place of Quakerism in the history of Christianity

— JANUARY 8 — TUESDAY, 8 P. M. —

### HUMAN REDEMPTION IN THE LITERATURE OF THE MODERN WORLD

*Gilbert Kilpack*

*Crime and Punishment*, Dostoevsky; *The Power and the Glory*, Graham Greene;  
*The Diary of a Country Priest*, Bernanos; *Brand*, Ibsen—  
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— JANUARY 9 — WEDNESDAY, 4 P. M. —

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*Gladdys E. Muir*

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— JANUARY 10 — THURSDAY, 4 P. M. —

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study. It is interesting to note that the decrease in emphasis on Latin is being reversed at Moorestown, where it is replacing general language in the 8th grade; in Baltimore, where it is now required for all 8th graders and available for four more years; and at Barnesville, which has added two years of Latin to its curriculum. Brooklyn has found an 8th grade class in language arts very successful in introducing foreign languages to its students. Westtown is adding Spanish to its language offerings. Baltimore is pioneering with the first course in Russian in any secondary school. Seven students are enrolled in this course.

Moses Brown is experimenting this fall with honors sections in English, mathematics, foreign languages, and the sciences. Lincoln School announces similar sections in most subjects. Sidwell has 14 seniors enrolled in an honors course in English, preparing for the Advanced Placement Tests of the College Board. Success in these will make it unnecessary to take freshman English in college. George School is offering similar advanced courses in English and mathematics.

Friends Select has inaugurated a six weeks' summer school this year. Penn Charter is continuing an in-service training course for teachers offered jointly with the Philadelphia Public Schools. It is concerned this year with new developments in the field of mathematics. Wilmington Friends is increasing the opportunities in the curriculum for music and for writing by scheduling the regular practice of the concert band during school time and by publishing a newspaper eight times during the school year. Scattergood is offering a full-year course in government, with emphasis on the governments of other countries and on world government. It also has an interesting innovation in the form of an extra week added to the school year for individual student projects in some field of interest to the student. We admire the initiative and ability of the school to put that over.

On the college level, Earlham is using a grant of \$45,000 from the Carnegie Corporation to conduct a three-year experiment in intensive small group learning and to explore the possibilities of interdepartmental group tutorials. This has proved a powerful scholastic stimulus and may provide one answer to the threat of "assembly line" education. Last year the faculty at William Penn made a thorough self-study of the college, and as a result has expanded two basic general education courses, "Communication through the Humanities" and "Fundamentals of Biology and the Physical Sciences." William Penn has also planned for sophomores an integrated course which will deal with contemporary institutions and problems in sociology, government, economics, and human welfare. Swarthmore has had two curriculum committees (one representing the faculty; the other, the students) examining the course of study for the last two years. They have designed a curriculum for the first two years to contribute to the students' general education, with the possibility of honors work with intensive, specialized study for upper classmen.

#### *Friends Schools Are Serving*

Buckingham has an interesting arrangement. Its entire grounds are divided into eight areas, and each grade takes

care of one throughout the year. Pacific Ackworth is integrating student work projects with a study of native California plants to beautify the grounds.

Brooklyn has a Service Committee which combines service to the school and to the community. It is divided into two groups, one working within the school and the other serving a nearby hospital and a community center. Sidwell has a special Service Day which all high school students devote to work projects or social service in hospitals, welfare institutions, and underprivileged areas of their community. Lincoln is conducting a Toy Lending Library in Providence. Bryn Mawr College students operate a summer camp on the New Jersey coast for underprivileged children from Philadelphia in addition to doing recreational work with patients at the Coatesville Veterans Mental Hospital and at the Embreeville State Mental Hospital, where they constitute a Friends Institutional Service Unit under the sponsorship of the American Friends Service Committee. Haddonfield has a Service Club which supports two Southern schools. And Baltimore for the third consecutive year has received a plaque and \$50 toward its library for its program of interfaith activities.

A number of qualified students from Earlham go to Puerto Rico during the summer and work with the people there, helping to build roads, community centers, and other needed facilities. A selected group of Earlham students also take part in a program of foreign study in France involving seven months of residence and travel abroad. Faculty members from Brooklyn and Penn Charter are teaching in France and Belgium, respectively, in exchange with teachers there, as a part of the Teacher Exchange Program conducted by the State Department under the Fulbright Plan. Meanwhile, children at Pacific Ackworth are studying units on Canada and India, and others at Virginia Beach are corresponding with children overseas through the Friends World Committee.

Many Friends schools center their international activities about affiliations with schools abroad which are arranged through the School Affiliation Service of the American Friends Service Committee. Greene Street has recently become affiliated with the Oakwood Collegiate School in Sheffield, England. Lincoln is affiliated with two schools in France. Sidwell is one of the few schools to be affiliated with a school in Japan.

One of the highlights of these affiliations is the exchange of students between partner schools. A member of the junior class at George School is an exchange student in Berlin this year, and Annette Rossing from Berlin is at George School. Eckhart Barth from Kassel is at Westtown. Moorestown sent its first student, Martin Lehfelt, to Germany last year. John Miele and Judith Crumlish from Friends Central are in Graefelfing, near Munich, this year, while Erik Guthy from Graefelfing is at Friends Central.

Another fine feature of the affiliations is the visits between partner schools. During the past summer six students and a faculty representative from Moorestown visited the Rudolf-Steiner Schule in Nürnberg. Three members of the faculty at Penn Charter visited its affiliated school in France. Though not connected with an affiliation, four sixth grade students and a teacher from Germantown attended the Children's

International Summer Village in Sweden. This is the first time that elementary students from a Friends school have gone abroad. The most exciting and ambitious undertaking was the European trip of 25 members of the Germantown Friends school choir, which also visited the school's affiliated school in France.

### Hungarian Refugee Relief Work

*(Continued from page 746)*

needed, she said, because of the cold weather and the unheated building they are housed in at the Treiskirchen refugee camp near Vienna. Bedding at the camp is straw on the floor. A Red Cross convoy entered Hungary from Yugoslavia sometime ago, and another the following day from Austria. She thought that the direct route from Austria was now established and that subsequent convoys will go through directly to Hungary.

Julia Branson and Ed Meyerding, field director of the A.F.S.C. mission in Vienna, are leaders of the team handling the Service Committee's refugee program established immediately after the refugees started pouring in. Over 50,000 pounds of clothing and bedding and 75,000 pounds of surplus food are being distributed.

About \$22,000 worth of relief supplies were purchased in Vienna by the A.F.S.C. workers. A shipment of 26,795 pounds of clothing, bedding, and other relief supplies has sailed from Philadelphia for Austria. Over the week end of November 11 an additional 13,000 pounds of infant and junior foods were shipped by air in a cooperative effort of American, Belgian, British, Dutch, French, and German airlines. Another 14,000 pounds were shipped on November 13.

### Letter from Jordan

*(Continued from page 750)*

Yesterday the Jordan Army asked to occupy both schools. The local committee very ably presented Friends testimony on peace and was able to secure the promise of the Jordan Army that no military use would be made of Friends property. The medical branch of the Jordan Army then asked to use the schools for hospitals in the case of great emergency, if the schools were closed. Friends agreed to this as this was the use of the buildings in three previous wars in Palestine.

The Young Friends have trained themselves to be first-aid units in their own neighborhoods in case of bombardment of Ramallah. A small group of them will use two jeep station wagons as emergency ambulances in Bireh and Ramallah. Dr. Sarama John of India (wife of T. John, who teaches in Friends Boys School and attended Hartford Seminary) is now working with the United Nations Relief Works Agency and will be on call for civilian casualties if needed.

Willard and Christina Jones have remained at their post for the Near East Christian Council Refugee Committee in Jerusalem.

This is election day in the U.S.A. It cannot be imagined how much hope the Arabs have in the promises of Eisenhower and Nixon that U.S.A. will restore peace and rectify borders violated in recent aggressions. Never has the United States had such a marvelous opportunity to regain the leadership of the free world. U.S. prestige here is higher than it has been since World War I, when the U.S. was also the hope of the oppressed and dominated nations of the world.

The sadness and disbelief of what England and the Jews have done will soon turn to hatred on top of the previous hatreds and prejudices. The greatest tragedy is the loss of the fine and inspiring hope that Egypt had brought to the Arab world. Perhaps that pride and hope were based too much on military and revenge, but it was the first manifestations of self-respect and real freedom. To see people so recently raised from despair to hope be ground down in humiliating degradation is worse than death itself!

November 6, 1956

GRAHAM LEONARD

### Friends and Their Friends

Dr. Tano Jodai, a member of Tokyo Friends Meeting, is the new president of Japan Women's University. She has served the University for 40 years as teacher, chairman of the English department, and dean.

Elizabeth Emmons, one of two Friends Boarding School contestants, was winner in an apple pie baking contest put on by the Ohio Power Company in Barnesville, Ohio. She is a member of the Friends Meeting in Washington, D. C.

At the Centennial Symposium of St. Paul's School in Concord, N. H., the Friends Council on Education was represented by Richmond P. Miller. The symposium on "The Church School and Religion in Our Time" was held over the week end of October 13-14. Robert Birley, headmaster of Eton, Norman B. Nash, Bishop of Massachusetts, and Professor Paul Tillich of Harvard Divinity School were joined by three St. Paul's students and alumni as speakers on the subject, which was discussed fully in a number of small round tables.

Among other Friends in attendance were Daniel D. Test, Jr., of Westtown School, Barbara M. Clough of Northfield School, Eugene Wilson of Amherst, and James B. Satterthwaite of Groton School.

The sessions were held in the beautiful new Memorial Hall auditorium, the Chapel, and the Hall of the New Upper School. Several hundred representatives of schools and alumni commemorated the final event of the distinctive 100th birthday of the school, long associated with its well-known head, the late Samuel S. Drury. The present rector is Matthew M. Warren, formerly of St. Paul's Church in Chestnut Hill, Philadelphia.



The October 1956 number of *Indian Progress* calls attention to *A Book of Creative Writing* by Indian students, 1941, revised 1953, and printed at the Phoenix Indian School, Phoenix, Arizona (184 pages, paperbound, \$1.45). A colorful presentation of Indian culture, it reflects the contemporary life of the Papago, Pima, Maricopa, Apache, Hopi, Navaho, and Colorado River tribes.

Eleanor Hull, a Cleveland Friend, has been asked by the Joint Commission on Education for the National Council of Churches to write a book for its 1957-1958 Reading Program. It is to be a biography of Chiyokichi Takahashi and his late wife, Shizu Higuchi Takahashi. The latter was an early graduate of Tokyo Friends Girls School.

Dorothy Gifford, teacher of science at Lincoln School, Providence, R. I., "has won new honors," notes the September number of *The New England Friend*. She was "sent to Oklahoma City for the Science Fair by the *Providence Journal*, received the Elizabeth Thompson Award for outstanding science teaching from the American Academy of Arts and Sciences, and is a reader for the College Board examinations in chemistry."

Friends Select School, Philadelphia, inaugurated a six-week summer school this year, and the session proved helpful to a number of Friends Select students as well as to students from other schools. Review and advance work in several fields was offered.

Increased enrollment in the upper school made it necessary to provide more classrooms this fall. During the summer a number of rooms formerly used otherwise were converted to classrooms.

During the spring of 1957 Friends Select School will undergo the regular evaluation by the Middle States Association of Schools and Colleges. Faculty committees are already at work in each field. The review and revision of the upper school curriculum, which was begun last year, will also be continued.

The election of Amos Jenkins Peaslee, deputy special assistant to the President of the United States, to the trustees of Bryn Mawr College has been announced by Miss Katharine E. McBride, president of Bryn Mawr. Amos Peaslee will also become a member of the board of directors of the College. An international lawyer, Amos Peaslee served as U. S. ambassador to Australia from 1953 to 1956. In 1919 he represented the United States at the Liabach Conference and was attached to the Commission to Negotiate Peace in Paris during the same year.

A member of the Philadelphia Yearly Meeting of the Society of Friends, Amos Peaslee is honorary president of the trustees of the Friends Central School of Philadelphia and a former president of the Alumni Association of Swarthmore College. He is a resident of Clarksboro, N. J.

E. Douglas and Marian P. Burdick, and their two sons, Robert and John, were among the first American evacuees taken from the fighting zone in Egypt. Together with some 300 adults and 90 children, they left Alexandria, Egypt, on the S.S. *Exochorda*, commandeered by the United States Navy, and reached Naples two days later. The harbor at Alexandria was closed but opened to let the ship pass. During the voyage the adults slept in deck chairs or on the deck.

Dr. Burdick was in Egypt on a two-year leave of absence from the University of Pennsylvania as a professor of statistics to teach biostatistics at the High Institute of Public Health in Alexandria under the American Point IV program. All the family are members of Lansdowne Meeting, Pa.

James M. Read, U.N. Deputy High Commissioner for Refugees, has been given the responsibility of coordinating aid for the anti-Communists fleeing Hungary. A former resident of Gwynedd, Pa., he has had wide experience in relief work. For nearly 20 years he was director of the Foreign Service section of the American Friends Service Committee, with headquarters in Philadelphia. From late 1949 to June 1951 he served as director of the Division of Educational and Cultural Relations for the U. S. High Commissioner in Germany, resigning to accept his present post when the U.N. refugee organization was formed in 1951.

The Pennsylvania Guild of Craftsmen is showing an exhibit of handcrafts at The Woodmere Art Gallery, 9201 Germantown Avenue, Philadelphia, from November 4 to 25. A number of Friends are among the craftsmen whose work is on exhibit in various departments: Ethel Hansen, Philadelphia (enamels); Gertrude Duetz, North Wales (pottery); Marion S. Norton, Philadelphia (rugs and needlework); Nancy W. McFeely, George School (weaving); James J. Jackson, Woodbury, N. J. (woodwork); and Kenneth S. Burton, George School (woodwork). The following awards were given to Friends: Distinguished Craftsman, Nancy W. McFeely; Special Mention, James J. Jackson.

Wolf Mendl, who is in charge of the A.F.S.C. seminars in Japan, expressed in an obituary of the late Dr. Tatsunosuke Ueda his great appreciation of the deceased Friend's outstanding qualities. After describing Tatsunosuke Ueda's merits as a scholar of renown and his rare abilities as a linguist, Wolf Mendl says, "... He was not a scholar of the ivory tower variety. He took a wide and deep interest in world affairs and was one of the most active in promoting the international student seminar program of the American Friends Service Committee, whose work he supported energetically." And furthermore, "... In his depth of understanding and affection for other peoples, Dr. Ueda was not one of those who find nothing good in their own country. On the contrary, he never failed to share his sense of what was valuable in the Japanese tradition and spirit. . . ."

The broadcast of the meeting for worship held in the studios of WCAU in Philadelphia for the "Church of the Air" on Sunday morning, November 11, 1956, was tape recorded. It is now reproduced on a 10-inch LP record and may be borrowed for listening by any interested person or group who has a record player. Requests for it should be addressed to the Committee on Custody of Records of Philadelphia Yearly Meeting of Friends, 1515 Cherry Street, Philadelphia 2.

Twenty-two of those present had met together frequently in advance of the appointed meeting for worship, while three others came to the studio because they wanted to attend a radio meeting-of-the-air. The cooperation of the broadcasting station and the Greater Philadelphia Council of Churches was distinctly noticeable for this unique and initial opportunity in the nature of Friendly outreach.

The December number of *The Reader's Digest* will contain an article on the Friends Africa Mission in Kenya Colony, East Africa.

The Friends Meeting of Austin is concerned over recent incidents and developments in the State of Texas which are serving to fan the flames of racial prejudice and thwart an orderly solution to the school integration problem. The Meeting has expressed the following convictions: "... While recognizing the many problems it has created, we believe that the Supreme Court decision calling for an end to segregation in our public schools is right and just, and we believe all differences of opinion as to how this should be achieved must be resolved in a spirit of love and Christian forbearance. We deplore the apathy of those who would remain silent in the present situation as giving their tacit approval to the forces of evil which reflect on the dignity of the state and its citizens. We do concur wholeheartedly with the recent statement of the Christian Life Commission of the Baptist General Convention of Texas, which asked all faiths to join in a five-point pledge against racial violence as follows: 'To behave with charity and good will toward all persons in a time of racial crisis; not to engage in, nor to encourage, any action involving or implying violence; not to join with any group in actions which a person would not carry out openly as an individual; to encourage moderation and patience at all times by word and action; and to show friendship and consideration for persons of all races with whom a person is associated.'"

## Coming Events

### NOVEMBER

(Calendar events for the date of issue will not be included if they have been listed in a previous issue.)

25—Warrington Quarterly Meeting at Menallen Meeting, Flora Dale, Pa. Ministry and Counsel, 10:15 a.m.; worship, 11 a.m.; lunch, 12 noon; business, 1:30 p.m.; conference, 2 p.m.: Amelia Swayne, "How Does One Participate Most Helpfully in Quaker Meeting?"

25—Centenary of Race Street and Cherry Street Meeting Houses at Race Street Meeting House, Philadelphia. Worship, 10:30 a.m., followed by fellowship, reminiscing, refreshment in Cherry Street Room. Loan exhibit, commemorative booklet.

25—Forum at the Reading, Pa., Meeting House, 108 North 6th Street, 8 p.m.: George Thomas, "Power Politics—Atomic Trigger!"

26—Annual Meeting of Friends Historical Association to commemorate centennial of Race Street and Cherry Street Meeting Houses, at Race Street Meeting House, Philadelphia, 7:30 p.m.: Richmond P. Miller, "Race Street Meeting House, 1856-1956." The galleries will be filled with descendants of prominent Monthly Meeting and Yearly Meeting Friends in period costumes; wedding gowns of Race Street brides will be worn by original wearers, daughters, and granddaughters.

27—Lecture at Pendle Hill, Wallingford, Pa., 8 p.m.: Wilfred Wellok, "The Relation of Quaker Simplicity to an Expanding Economy."

28—Illustrated talk at Westtown Meeting House, Pa., 7:30 p.m.: Frederick and Sarah Swan, "Visiting Japan Friends for Philadelphia Yearly Meeting Japan Committee."

28—Forum at Chester, Pa., Meeting House, 8 p.m.: Hon. John A. Waddington, New Jersey State Senator, "Civil Liberties and Government Action."

29—Lecture at Pendle Hill, Wallingford, Pa., 8 p.m.: Colin Bell, "A.F.S.C. Work outside America."

30—Meeting on behalf of Koinonia Cooperative Community Farm (interracial) of Americus, Ga., at West Grove Meeting House, Pa., 8 p.m.: Mrs. John Thomas, who recently visited the community. Sponsored jointly by Western Quarter Race Relations Committee and Lincoln University Service League.

### DECEMBER

1—Christmas Bazaar at the new Friends Meeting House, North Main Street, Yardley, Pa., 1 to 6 p.m., benefit of Building Fund. Gifts, handmade articles, food, treasure trove, snack bar.

1—Philadelphia Quarterly Meeting at Arch Street Meeting House, Philadelphia. Meeting on Worship and Ministry, 2:30 p.m.; worship, 4 p.m., and meeting for business; supper, 6:30 p.m.; at 7:30 p.m., Esther Holmes Jones, accredited observer at the U.N., "United Nations at Work in Latin America," illustrated with color photographs. Book Store open for Christmas shopping, 3 to 7 p.m.

1—Forum at the London Grove, Pa., Meeting House, 8 p.m.: Dr. Arthur E. James, "Glimpses of Kashmir, India, and Ceylon." Kodachrome slides. All cordially invited.

2—Open House in the Cafeteria of the Meeting House, 221 East 15th Street, New York City, 3:30 to 6:30 p.m. About 4:30, Fred Reeve, superintendent of the East Africa Friends Mission Society, will speak on Kenya and Friends work there. All are invited.

1, 2—Nottingham Quarterly Meeting at Penn Hill Meeting House, Wakefield (Peach Bottom P.O.), Pa.; also conference session of the Joint Peace Committee of the two Baltimore Yearly Meetings. Speakers, Dorothy Hutchinson, Jeanette Hadley, Wilmer Cooper. For program, overnight hospitality, and meals, write Edith P. Coates, Quarryville, Pa.

2—Millville-Muncy Quarterly Meeting at Millville, Pa., 10 a.m.

6—Lecture at Pendle Hill, Wallingford, Pa., 8 p.m.: Cameron Paine, "A Recent Visit to T.V.A."

8—Salem Quarterly Meeting at Mickleton, N. J., 10:30 a.m.

8—Haddonfield Quarterly Meeting at Moorestown, N. J., 3 p.m.

8—Haverford Quarterly Meeting at Haverford Meeting, Pa., Buck Lane. Clerks of Worship and Ministry, 1:30 p.m.; Meeting on Worship and Ministry, 2 p.m.; worship and business, 4 p.m.; supper, 6 p.m.; evening, "Friends Responsibilities toward Integration," led by Ira de A. Reid, L. Wilbur Zimmerman, Paul A. Lacey, and William Blattenberger. Quarterly Meeting for young people, 4 p.m. to end of evening meeting.



## REGULAR MEETINGS

## ARIZONA

**PHOENIX**—Meeting for worship, 10 a.m., 17th Street and Glendale Avenue. James Dewees, Clerk, 1928 West Mitchell.

## CALIFORNIA

**CLAREMONT**—Friends meeting, 9:30 a.m. on Scripps campus, 10th and Columbia. Ferner Nuhn, Clerk, 420 West 8th Street.

**LA JOLLA**—Meeting for worship, 11 a.m., Kline and Draper, Kirkhouse, Presbyterian church. Visitors call GL 4-7459.

**PASADENA**—Orange Grove Monthly Meeting. Meeting for worship, East Orange Grove at Oakland Avenue, First-days at 11 a.m. Monthly meetings, 8 p.m., the second Fourth-day of each month.

**SAN FRANCISCO**—Meetings for worship, First-days, 11 a.m., 1830 Sutter Street.

## DISTRICT OF COLUMBIA

**WASHINGTON**—The Friends Meeting of Washington, 2111 Florida Avenue, N. W., one block from Connecticut Avenue, First-days at 9 a.m. and 11 a.m.

## FLORIDA

**GAINESVILLE**—Meeting for worship, First-days, 11 a.m., 218 Florida Union.

**JACKSONVILLE**—Meeting for worship and First-day school, 11 a.m., Y.W.C.A. Board Room. Telephone EVergreen 9-4345.

**MIAMI**—Friends meeting held on top floor of Tuttle Hotel, 11 a.m.; First-day school, 10 a.m. Telephone 88-6629.

**ORLANDO-WINTER PARK**—Worship, 11 a.m., Sunday, in the Meeting House at Marks and Broadway Streets.

**ST. PETERSBURG**—Friends Meeting, 130 Nineteenth Avenue S. E. Meeting and First-day school at 11 a.m.

## MASSACHUSETTS

**AMHERST**—Meeting for worship, 10 a.m., Old Chapel, Univ. of Mass.; AL 3-5902.

**CAMBRIDGE**—Meeting for worship each First-day at 9:30 a.m. and 11 a.m., 5 Long-fellow Park (near Harvard Square). Telephone TR 6-6883.

**WORCESTER**—Pleasant Street Friends Meeting, 901 Pleasant Street. Meeting for worship each First-day, 11 a.m. Telephone PL 4-3887.

## MICHIGAN

**DETROIT**—Meeting for worship, 11 a.m. each First-day in Highland Park Y.W.C.A. at Woodward and Winona. Visitors telephone TOWnsend 5-4036.

## MINNESOTA

**MINNEAPOLIS**—Friends Meeting, 44th Street and York Avenue South. First-day school, 10 a.m.; meeting for worship, 11 a.m. Richard P. Newby, Minister, 4421 Abbott Avenue South. Telephone WA 6-9675.

## NEW JERSEY

**DOVER**—Randolph Meeting House, Quaker Church Road. First-day school, 11 a.m.; meeting for worship, 11:15 a.m.

**MANASQUAN**—First-day school, 10 a.m.; meeting for worship, 11:15 a.m. Route 35 at Manasquan Circle. Walter Longstreet, Clerk.

## NEW YORK

**BUFFALO**—Meeting for worship and First-day school, 11 a.m. at 1272 Delaware Avenue; telephone EL 0252.

**LONG ISLAND**—Manhasset Meeting, Northern Boulevard at Shelter Rock Road. First-day school, 9:45 a.m.; meeting for worship, 11 a.m.

**NEW YORK**—Meetings for worship each Sunday, 11 a.m. Telephone GRamercy 3-8018 for First-day school and meeting information.

Manhattan—United Meeting for worship October—April: 221 East 15th Street

May—September: 144 East 20th Street

Brooklyn—110 Schermerhorn Street

Flushing—137-16 Northern Boulevard

Riverside Church, 15th Floor—Riverside Drive and 122d Street, 8:30 p.m.

**SYRACUSE**—Meeting and First-day school at 11 a.m. each First-day, Huntington Neighborhood House, 512 Almond Street.

## OHIO

**CINCINNATI**—Meeting for worship, 11 a.m., 3601 Victory Parkway. Telephone Edwin Moon, Clerk, at JE 1-4984.

**CLEVELAND**—Meeting for worship and First-day school, 11 a.m., 10916 Magnolia Drive. Telephone TU 4-2695.

## PENNSYLVANIA

**HARRISBURG**—Meeting for worship and First-day school, 11 a.m., Y.W.C.A., Fourth and Walnut Streets.

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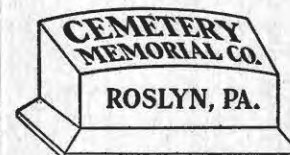
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Byberry, one mile east of Roosevelt Boulevard at Southampton Road, 11 a.m.  
Central Philadelphia, Race Street west of Fifteenth Street.

Chestnut Hill, 100 East Mermaid Lane.  
Coulter Street and Germantown Avenue.  
Fair Hill, Germantown Avenue and Cambria Street, 11:15 a.m.

4th & Arch Streets, First- & Fifth-days.  
Frankford, Penn and Orthodox Streets.  
Frankford, Unity and Wain Streets, 11 a.m.  
Green Street, 45 West School House Lane, 11 a.m.

For information about First-day schools telephone Friends Central Bureau, Rittenhouse 6-3263.

**PITTSBURGH**—Worship at 10:30 a.m., adult class, 11:45 a.m., 1853 Shady Avenue.

**STATE COLLEGE**—318 South Atherton Street. First-day school at 9:30 a.m., meeting for worship at 10:45 a.m.

**TENNESSEE**

**MEMPHIS**—Meeting for worship each Sunday, 9:30 a.m., at Quintard House, 822 Washington. Correspondent, Esther McCandless, Broadway 5-9658.

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— JANUARY 8 — TUESDAY, 4 P. M. —

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— JANUARY 8 — TUESDAY, 8 P. M. —

### HUMAN REDEMPTION IN THE LITERATURE OF THE MODERN WORLD

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